



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Geography Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
GEOGRAPHY EDUCATION RESEARCH METHODOLOGY	8710203022	Compulsory Study Program Subjects	T=3	P=0	ECTS=6.72	1	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ketut Prasetyo, M.S		Dr. Muzayanah, St. M.T			Dr. Sukma Perdana Prasetya, S.Pd., M.T.	

Learning model **Project Based Learning**

Program Learning Outcomes (PLO) **PLO study program that is charged to the course**

Program Objectives (PO)	
PO - 1	Have awareness and responsibility for rational thinking through scientific procedures within an academic framework
PO - 2	Have the sensitivity to recognize problems that require academic solutions
PO - 3	Able to analyze the stages and parts of a scientific research plan
PO - 4	Able to plan and prepare research proposals

PLO-PO Matrix						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

PO Matrix at the end of each learning stage (Sub-PO)

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2" style="width: 10%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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Short Course Description The course aims to provide insight and ability for students to prepare proposals and compile reports on scientific research results. For this purpose, this course will introduce research paradigms, the philosophical basis of geographic science and education, formulation of research problems, formulating a framework for scientific thinking, research approaches, preparation of variables and instruments, data processing, research work procedures, and methods of analysis.

References	<p>Main :</p> <ol style="list-style-type: none"> 1. Masri Singarimbun dan Sofian Effendi. 1998. Metode Penelitian Survei. Jakarta LP3ES 2. Johon W Cresswell. Research Design: Qualitative, Quantitative, And Mixed Methods Approach. Third Edition, Sage Publication. 3. Sugiono. 2014. Statistika Untuk Penelitian. Bandung Alfabeta. 4. Atmadilaga, D., (1994). Panduan Skripsi, Tesis, Disertasi (Penerapan: Filsafat Ilmu, Filsafat dan Etika Penelitian, Struktur Penulisan Ilmiah, dan Evaluasi Karya Ilmiah), Pionir Jaya, Bandung. 5. Yunus, H.S., (2010). Metode Penelitian Wilayah Kontemporer. Pustaka Pelajar, Yogyakarta. 6. Hay, Ian. (2000). Qualitative Research Methods in Human Geography, Melbourne : Oxford University Press. 7. Mills, G. E. (2003). Action research: a guide for the teacher research. Jersey: Prentice Hall. 8. Plomp, T. dan Nieveev, N., (2007). An introduction to Educational Design Research. Enschede: SLO. 9. Vockell, E. L. and Ansher, J. W. (1995). Educational research. Prentice-Halal. Inc <p>Supporters:</p>
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Supporting lecturer		Prof. Dr. Ketut Prasetyo, M.S.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to analyze research paradigms	1. Accuracy of explaining qualitative 2. Accuracy of explaining Quantitative	Criteria: Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% Form of Assessment : Participatory Activities	Lecture: Discussion, • Assignment: Prepare 3 x 50 qualitative papers	Lecture: Discussion, • Assignment: Prepare 3 x 50 qualitative papers	Material: research paradigm Bibliography: <i>Johon W Cresswell. Research Design: Qualitative, Quantitative, And Mixed Methods Approach. Third Edition, Sage Publications.</i>	10%
2	Able to analyze the nature and special characteristics of geographic research	1. Accuracy of explaining Ontological, Epistemological, Axiological 2. Accuracy of explaining Spatial, Environmental, Regional Complexes	Criteria: Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lecture: Discussion, • Assignment: Prepare a 3 x 50 geography research paper	Lecture: Discussion, • Assignment: Prepare 3 x50 geography research papers	Material: essence and special characteristics of geographical research Reference: <i>Yunus, HS, (2010). Contemporary Regional Research Methods. Student Library, Yogyakarta.</i>	10%
3	Able to analyze the nature and special characteristics of geographic research	1. Accuracy of explaining Ontological, Epistemological, Axiological 2. Accuracy of explaining Spatial, Environmental, Regional Complexes	Criteria: Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lecture: Discussion, • Assignment: Prepare a 3 x 50 geography research paper	Lecture: Discussion, • Assignment: Prepare 3 x50 geography research papers	Material: essence and special characteristics of geographical research Reference: <i>Yunus, HS, (2010). Contemporary Regional Research Methods. Student Library, Yogyakarta.</i>	10%
4	Able to formulate problems and develop geographic research variables and instruments	Accuracy of explaining problems, variables, hypotheses, instruments	Criteria: Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% Form of Assessment : Participatory Activities	Lecture: Discussion, • Assignment: Develop geographic research variables. 3 x 50	Lecture: Discussion, • Assignment: Develop geographic research variables. 3 x 50	Material: research variables and instruments References: <i>Masri Singarimbun and Sofian Effendi. 1998. Survey Research Methods. Jakarta LP3ES</i>	10%
5	Able to formulate problems and develop geographic research variables and instruments	Accuracy of explaining problems, variables, hypotheses, instruments	Criteria: Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% Form of Assessment : Participatory Activities	Lecture: Discussion, • Assignment: Develop geographic research variables. 3 x 50	Lecture: Discussion, • Assignment: Develop geographic research variables. 3 x 50	Material: research variables and instruments References: <i>Masri Singarimbun and Sofian Effendi. 1998. Survey Research Methods. Jakarta LP3ES</i>	10%
6	Able to formulate the acquisition of geographic research data	Accuracy of explaining Surveys, Experiments, snowballing	Criteria: Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lecture: Discussion, • Assignment: Prepare a paper to obtain 3 x 50 data	Lecture: Discussion, • Assignment: Prepare a paper to obtain 3 x 50 data	Material: research data acquisition Reader: <i>Sugiono. 2014. Statistics for Research. Bandung Alphabeta.</i> Material: research data acquisition Library: <i>Johon W Cresswell. Research Design: Qualitative, Quantitative, And Mixed Methods Approach. Third Edition, Sage Publications.</i>	10%

7	Able to formulate the acquisition of geographic research data	Accuracy of explaining Surveys, Experiments, snowballing	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lecture: Discussion, • Assignment: Prepare a paper to obtain 3 x 50 data	Lecture: Discussion, • Assignment: Prepare a paper to obtain 3 x 50 data	<p>Material: research data acquisition Bibliography: Masri Singarimbun and Sofian Effendi. 1998. <i>Survey Research Methods</i>. Jakarta LP3ES</p>	10%
8	UTS			UTS 2 x 50	UTS 2 x 50	<p>Material: research methodology References: Yunus, HS, (2010). <i>Contemporary Regional Research Methods</i>. Student Library, Yogyakarta.</p>	10%
9	Able to explain types of educational research	Accuracy of explaining Development, Quasi-experiments, actions	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lecture: Discussion, • Assignment Preparing 3 x50 educational research papers	Lecture: Discussion, • Assignment to prepare 3 x 50 educational research papers	<p>Material: types of educational research Bibliography: Vockell, EL and Ansher, JW (1995). <i>Educational research</i>. Prentice-Halal. Inc</p>	10%
10	Able to explain types of educational research	Accuracy of explaining Development, Quasi-experiments, actions	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lecture: Discussion, • Assignment Preparing 3 x50 educational research papers	Lecture: Discussion, • Assignment to prepare 3 x 50 educational research papers	<p>Material: types of educational research Bibliography: Plomp, T. and Nieveev, N., (2007). <i>An introduction to Educational Design Research</i>. Enschede: SLO.</p>	10%
11	Able to develop educational research variables and instruments	The accuracy of compiling educational research variables and instruments	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities</p>	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	<p>Material: educational research variables and instruments. Reference: Mills, GE (2003). <i>Action research: a guide for the teacher research</i>. Jersey: Prentice Hall.</p>	10%
12	Able to develop educational research variables and instruments	The accuracy of compiling educational research variables and instruments	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities</p>	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	<p>Material: educational research variables and instruments References: Plomp, T. and Nieveev, N., (2007). <i>An introduction to Educational Design Research</i>. Enschede: SLO.</p>	10%
13	Able to analyze educational research data	Accuracy of analyzing and reading data	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities</p>	Lecture: Discussion, • Assignment to read 3 x 50 analysis data	Lecture: Discussion, • Assignment to read 3 x 50 analysis data	<p>Material: analysis of educational research data. Reference: Vockell, EL and Ansher, JW (1995). <i>Educational research</i>. Prentice-Halal. Inc</p>	10%
14	Able to analyze educational research data	Accuracy of analyzing and reading data	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities</p>	Lecture: Discussion, • Assignment to read 3 x 50 analysis data	Lecture: Discussion, • Assignment to read 3 x 50 analysis data	<p>Material: analysis of educational research data. Reference: Vockell, EL and Ansher, JW (1995). <i>Educational research</i>. Prentice-Halal. Inc</p>	10%

15	Able to analyze educational research data	Accuracy of analyzing and reading data	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	Lecture: Discussion, • Assignment to read 3 x 50 analysis data	Lecture: Discussion, • Assignment to read 3 x 50 analysis data	Material: educational research data analysis. Reference: Mills, GE (2003). <i>Action research: a guide for the teacher research</i> . Jersey: Prentice Hall.	10%
16	UAS		Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%	UAS 2 x 50	UAS	Material: research methodology References: Yunus, HS, (2010). <i>Contemporary Regional Research Methods</i> . Student Library, Yogyakarta.	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	99.98%
2.	Project Results Assessment / Product Assessment	19.98%
3.	Portfolio Assessment	19.98%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.